

FACTORS RESPONSIBLE FOR EFFECTIVE IMPLEMENTATION OF BUSINESS STUDIES CURRICULUM IN JUNIOR SECONDARY SCHOOLS IN ASABA TO MEET THE CHALLENGES OF 21ST CENTURY

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Abstract

The study examined factors responsible for effective implementation of business studies curriculum in junior secondary schools in Asaba to meet the challenges of 21st century. Three research questions and one hypothesis guided the study. The study adopted the descriptive survey research design. The population of the study consisted of 28 Business Studies teachers in all public secondary schools in Asaba urban. Since the population was few and manageable, the researcher chose to study the entire population. There was no sample. The researcher personally administered the instrument through personal contact to the respondents in their various offices. The wait and take approach were adopted which ensured 100% return rate of the instrument. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that to a high extent instructional resources, teacher's qualification and teaching methodology enhance effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba. The study recommended among other things that Delta State government and Non-Governmental Organisations should assist in the provision of adequate modern

instructional resources like computer, internet facilities, projectors, and up-to-date textbooks for effective implementation of Business Studies curriculum in junior secondary schools in the state.

Keywords: Business Studies, Curriculum, Curriculum Implementation, Junior Secondary Schools.

Introduction

Business Studies refers to the study of those components of business subjects which will lead an individual into understanding the business world. Business studies explains the different activities that are involved in businesses. Nwachokor in Dikeocha, Nwagu, Ugochukwu and Okoronkwo (2019), view Business Studies as a combination or compilation of so many business courses into one which is usually taught at the junior secondary school level. Consequently, five of such business courses include; book-keeping, commerce, office practice, shorthand and typewriting which were brought together as units of a new subject to be called “Business Studies.” The objectives of Business studies is geared towards equipping its recipients with personal skill, consumer skill and knowledge for clerical and managerial abilities needed to adapt to changing economic and business realities (Ogwunte&Okolocha, 2019). To make these laudable objectives a reality, there is usually a means to that and that means of achieving the educational objectives is the curriculum.

A curriculum can be perceived as a race track with starting and ending points. The idea of a race track connotes a target or a goal to be achieved. In this sense, Ogar and Awhen (2019), stated that curriculum is a mapped-out plan of instructions or guides to be followed in the process of teaching and learning of Business studies subject or any other subject for that matter. They emphasized that it is a plan or blue print for instructional guide used for teaching and learning to bring about positive and desirable learner’s behaviour change. This implies that curriculum is a document or instrument planned by policy makers which contains what to learn, how to learn as well as who should learn. Curriculum can therefore be defined as all the learning experiences and intended learning outcomes systematically planned and guided by the school through the reconstruction of knowledge of the cognitive, affective and psychomotor development of the learners (Akundolu, in Eya 2022). When a curriculum is developed, the next thing is the implementation of the developed curriculum.

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Curriculum implementation is the actual teaching and learning of subject matter as specified in the curriculum. It involves putting into practice the officially prescribed courses of study, syllabuses, and subjects. In agreement, Oga (2022), stated that curriculum implementation is the stage in the curriculum process where students are exposed to the planned curriculum contents in the form of teaching and learning. Mkpa (2019), pointed out that curriculum implementation has a task of translating the curriculum documents into the working curriculum by the collective efforts of the teachers, students, government and other stakeholders (like librarians, laboratory attendants, etc.). The learners and the teachers are the two major actors in curriculum implementation. Hence, the learners must be ready and motivated to learn while the teachers must be equally ready, prepared and well equipped to teach, using the appropriate instructional resources and methods as suitable for the learners (Akpan, 2021). Therefore, a curriculum is effective to the extent that it is well implemented, in terms of the delivery of the subject matter to the learners and certain factors are most often than not responsible.

One of the factors responsible for effective implementation of Business Studies curriculum is the availability and utilization of adequate instructional resources. Instructional resources generally make teaching and learning process easier. They offer reality of experience, provide visual aspects to a process or technique, facilitate the understanding of abstract concepts, save time by limiting the use of wordy explanations and provide opportunity for the learner to manipulate objects in the environment (Chauchdhary, 2021). Therefore, it is the responsibility of the schools and their teachers to examine their role in identifying, developing, evaluating, purchasing and sharing of instructional resources. Olorok (2022), suggested that Business Studies teachers themselves should improvise instructional resources from their homes and the school environment and fill their classrooms with them. They should equally note that the use of instructional resources helps to concretize the learning process.

Another important factor that may be responsible for effective implementation of Business Studies curriculum is the teacher's qualification. According to Oludipe and Oludipe (2021), teacher's qualification is a set of skills, experiences, and knowledge that a teacher possesses, which makes them suitable to teach effectively. This includes formal education, experience, subject matter knowledge, pedagogy studies, and duration of training, certification /licensing, and ongoing professional development. Thus, it is not an over statement to say that teaching is a profession of the experts and therefore should not be left in the hands of non-qualified, half-baked teachers or hire labourers.

According to Aneke (2021), to be considered qualified to teach Business Studies, a teacher must hold one of the following qualifications: NCE (Business Education), B.Sc (Business Education), M.Ed (Business Education), or Ph.D. (Business Education). Therefore, having a qualified Business Educator teach Business Studies would most likely ensure quality teaching and as well as effective implementation of the curriculum.

Besides instructional resources, and teacher's qualification, another factor that could yet be responsible for effective implementation of Business Studies curriculum in Junior Secondary Schools is teaching methodology. Teaching methodology or instructional formats are the various approaches used by Business Studies teachers in ensuring that the learner acquired the pre-determined knowledge and skills (Ekoh, 2020). To achieve this, teachers in this 21st century are expected to move away from using teaching methods that promote rote or memory learning to interactive, task-based and learner-centered methods. Teachers are not expected to be givers of information but generators of information. They are not to use 19th century methods to teach 21st century students (Mamman & Onyiloye, 2021). This paradigm shift from the use of traditional methods of teaching to modern approaches will help to achieve effective implementation of Business Studies curriculum. It is against this background that this study examined factors responsible for effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba to meet the challenges of 21st Century.

Statement of the Problem

It has been observed that the teaching pedagogy adopted by most Business Studies teachers are more of theory than practice and inquiry, and also, the type of instructional resources used are mostly either inadequate or outdated, therefore, no longer relevant for teaching in the present information technology era. In addition, Aneke (2021), rightly observed that unqualified Business Studies teachers in our Junior Secondary Schools have further acted persistently as canker-worms devouring the efforts of achieving the educational objectives of Business Studies. Business studies is a skill acquiring subject which is better learnt by doing and as well giving learners opportunity to do their own thinking. Akpan (2021), stated that Business Studies subject requires "hands on" and "minds on" activities. And when the subject teachers fail to adopt the teaching pedagogies that will enhance full and active participation of the learners in the teaching and learning process, a gap will be created, acquiring the necessary skills in business studies becomes a challenge and the end result being ineffective

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implementation of the curriculum. This study therefore examined factors responsible for effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba to meet the challenges of 21st Century.

Purpose of the Study

The main purpose of this study is to examine factors responsible for effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba to meet the challenges of 21st Century. More specifically, the study sought to;

1. examine the extent to which instructional resources enhances effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba.
2. determine the extent to which teacher's qualification enhance effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba.
3. find out the extent to which teaching methodology enhance effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba.

Research Questions

The following research questions were raised to guide the study.

1. To what extent does instructional resources enhance effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba?
2. To what extent does teacher's qualification enhance effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba?
3. To what extent does teaching methodology enhance effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba?

Hypotheses

The following null hypotheses are stated for this study:

1. There is no significant difference in the mean ratings of Business Studies teachers on the extent to which instructional resources enhance effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba based on gender.

Methodology

Descriptive survey research design was adopted as a plan of action in the conduct of this study. The population of the study consists of 28 Business Studies teachers in all public secondary schools in Asaba urban. Since the population was few and

manageable, the researcher chose to study the entire population. There was no sample. The 20 questionnaire items used in this study was structured using a four-point response scale with the following options: Very High Extent (VHE); High Extent (HE); Low Extent (LE); and Very Low Extent (VLE). To ascertain the face validity of the instrument, the draft of the instrument was given to two experts, from the Department of Educational Foundations. The researcher personally administered the instrument through personal contact to the respondents in their various offices. The exercise lasted for two (2) days. The respondents were allowed to complete copies of the questionnaire and assisted where necessary. The wait and take approach were adopted which ensured 100% return rate of the instrument. The retrieved instruments were used for analysis. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. For the research questions, the decision was based on the criterion mean of 2.50, thus, any item with mean score 2.50 or above were accepted while any item having a mean score less than 2.50 was rejected. For the hypotheses, if the calculated value of t (t-cal) is greater than the table value of t (t-crit), the hypothesis will be rejected; whereas, if the calculated value of t (t-cal) is less than the table or critical value of t (t-crit), the hypothesis will be accepted.

Results

Research Question 1: To what extent does instructional resources enhance effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba?

Table 1: Mean and Standard Deviation Scores of Responses on the Extent to which Instructional Resources Enhance Effective Implementation of Business Studies Curriculum in Junior Secondary Schools in Asaba. (n = 28)

S/N	STATEMENT	$\bar{x}$	SD	REMARK
1.	Adequate instructional resources such as charts and diagrams for teaching business studies will likely enhance effective implementation of Business Studies curriculum.	3.79	0.49	High Extent
2.	Adequate audio and visual materials for teaching business will likely enhance effective implementation of Business Studies curriculum.	3.43	0.49	High Extent
3.	Functional instructional resources such as overhead projector especially for large classes will likely enhance effective implementation of Business	3.25	0.74	High Extent

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	Studies curriculum.			
4.	Adequate instructional resources such as recent text books, white boards and workbooks will likely enhance effective implementation of Business Studies curriculum.	3.11	0.31	High Extent
5.	At least, one (1) each of typing-pool, shorthand laboratory, model office and Information Technology room must be available to enhance effective implementation of Business Studies curriculum.	3.07	1.00	High Extent
6.	Adequate and spacious classrooms equipped with chairs and tables for learning by the students will likely enhance effective implementation of Business Studies curriculum.	3.29	0.96	High Extent
7.	School library with air conditioned/well-ventilated and functional lightning system will likely enhance effective implementation of Business Studies curriculum.	3.36	0.55	High Extent
Grand Mean (SD)		3.33	0.65	High Extent

Field survey data (2023).

Analyses on Table 1 reveals that the mean scores range from 3.07 – 3.79. This shows that the respondents rated high extent to all the statements in items 1-7. Data in Table 1 further shows the grand mean for the entire item which 3.33, and falls within the response option of high extent. The grand mean score of 0.65 is evidence that the respondents rated high extent on the items. This reveals that to a high extent, instructional resources enhance effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba. The standard deviation score of 0.65 indicates that the respondents were homogenous in their response.

Research Question 2: To what extent does teacher's qualification enhance effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba?

Table 2: Mean and Standard Deviation Scores of Responses on the Extent to which Teacher's Qualification Enhance Effective Implementation of Business Studies Curriculum in Junior Secondary Schools in Asaba. (n = 28)

S/N	STATEMENT	$\bar{x}$	SD	REMARK
8.	Teachers' qualifications foster a good utilization of learning resources and this tend to enhance effective implementation of Business Studies curriculum.	3.21	0.86	High Extent

9.	Business Studies teachers with NCE qualifications have the ability to implement Business Studies curriculum.	3.18	0.66	High Extent
10.	Teachers with B.Sc academic qualification will most likely implement Business Studies curriculum better.	3.14	0.69	High Extent
11.	A good qualification of a teacher makes a good quality of learners.	3.07	0.26	High Extent
12.	Teachers with Master's in Business Education (M.Ed) qualification will most likely implement the curriculum better.	3.86	0.44	High Extent
13.	Teachers with Doctor of Philosophy in Business Education (Ph.D) are better equipped to implement Business Studies curriculum.	4.00	0.00	High Extent
14.	Teachers' qualifications facilitate good mastery of instructional materials and this enhance effective implementation of Business Studies curriculum.	3.50	0.82	High Extent
Grand Mean (SD)		3.42	0.53	High Extent

Field survey data (2023).

Analyses on Table 2 reveals that the mean scores range from 3.07 – 4.00. This shows that the respondents rated high extent to all the statements in items 8-14. Data in Table 2 further shows the grand mean for the entire item which 3.42, and falls within the response option of high extent. The grand mean score of 0.53 is evidence that the respondents rated high extent on the items and this reveals that to a high extent, teacher's qualification enhance effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba. The standard deviation score of 0.53 indicates that the respondents were homogenous in their response.

Research Question 3: To what extent does teaching methodology enhance effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba?

Table 3: Mean and Standard Deviation Scores of Responses on the Extent to which Teaching Methodology Enhance Effective Implementation of Business Studies Curriculum in Junior Secondary Schools in Asaba. (n = 28)

S/N	STATEMENT	$\bar{x}$	SD	REMARK
15.	Adoption of various techniques when teaching Business Studies will most likely enhance effective implementation of Business Studies curriculum.	3.11	0.41	High Extent

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16.	Ability to maximize the time allocated for Business Studies subject will most likely enhance effective implementation of Business Studies curriculum.	3.14	0.69	High Extent
17.	Business Studies teacher who is thoroughly acquainted with and utilize available instructional recourses and services is better equipped to implement Business Studies curriculum effectively.	2.61	0.98	High Extent
18.	Ability to give regular homework to students will most likely enhance effective implementation of Business Studies curriculum.	2.79	1.05	High Extent
19.	Ability to use interactive and discussion techniques to carry students along during teaching and learning will most likely enhance effective implementation of Business Studies curriculum.	3.29	0.52	High Extent
20.	Ability to engage the students in problem solving and critical thinking will most likely enhance effective implementation of Business Studies curriculum.	3.54	0.73	High Extent
Grand Mean (SD)		3.08	0.73	High Extent

Field survey data (2023).

Analyses on Table 3 reveals that the mean scores range from 2.61 – 3.54. This shows that the respondents rated high extent to all the statements in items 8-14. Data in Table 3 further shows the grand mean for the entire item which 3.42, and falls within the response option of high extent. The grand mean score of 0.53 is evidence that the respondents rated high extent on the items and this reveals that to a high extent, teaching methodology enhance effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba. The standard deviation score of 0.73 indicates that the respondents were homogenous in their response.

Hypotheses

Ho₁: There is no significant difference in the mean ratings of Business Studies teachers on the extent to which instructional resources enhance effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba based on gender.

Table 4: Analysis of t-test on the Mean and Standard Deviation Responses of Teachers on the Extent to which Instructional Resources Enhance Effective Implementation of Business Studies Curriculum in Junior Secondary Schools in Asaba Based on Gender.

Respondents	n	$\bar{x}$	S ²	df	t.cal	t.crit	α	Remark
Male	4	3.75	0.43	30	1.229	2.042	.05	Retain Ho
Female	24	3.43	0.78					

From the t-test table, since $t\text{-cal}(1.229) < t\text{-crit}(2.042)$, retain H_0 . The null hypothesis is hereby retained that there is no significant difference in the mean ratings of Business Studies teachers on the extent to which instructional resources enhance effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba based on gender.

Discussion

The finding of the study revealed that to a high extent, instructional resources enhance effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba. This goes to show that adequate instructional resources such as charts and diagrams, audio and visual materials, overhead projector, recent text books, white boards and workbooks, At least, one (1) each of typing-pool, shorthand laboratory, model office and Information Technology room, Adequate and spacious classrooms equipped with chairs and tables for learning, and School library with air conditioned/well-ventilated and functional lightning system will enhance effective implementation of Business Studies curriculum. This finding is in line with Agusiobo in Odike and Nnaekwe (2021), that effective vocational training can only be given where training are carried on with the same technology as it is performed in the real life environment, with the same operation, the same tools and the same machines as in the occupation itself.

Another finding of the study revealed that to a high extent, teacher's qualification enhances effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba. This is proven to be so because teachers' qualifications foster a good utilization of learning resources; Business Studies teachers with NCE qualifications have the ability to implement Business Studies curriculum; teachers with B.Sc academic qualification will most likely implement Business Studies curriculum better; a good qualification of a teacher makes a good quality of learners; teachers with Master's in Business Education (M.Ed)

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qualification will most likely implement the curriculum better; teachers with Doctor of Philosophy in Business Education (Ph.D) are better equipped to implement Business Studies curriculum; and teachers' qualifications tend to facilitate good mastery of instructional materials. This finding is in consonant with Oludipe and Oludipe (2021), that teacher's qualification is a set of skills, experiences, and knowledge that a teacher possesses, which makes them suitable to teach effectively. Moreso, Aneke (2021), found that to be considered qualified to teach Business Studies, a teacher must hold one of the following qualifications: NCE (Business Education), B.Sc (Business Education), M.Ed (Business Education), or Ph.D. (Business Education). Therefore, having a qualified Business Educator teach Business Studies would most likely ensure quality teaching and as well as effective implementation of the curriculum.

The final finding of the study revealed that to a high extent, teaching methodology enhance effective implementation of Business Studies curriculum in Junior Secondary Schools in Asaba. Data from the questionnaire shows that adoption of various techniques when teaching Business Studies; ability to maximize the time allocated for Business Studies subject; Business Studies teacher who is thoroughly acquainted with and utilize available instructional recourses and services; ability to give regular homework to students; ability to use interactive and discussion techniques to carry students along during teaching and learning; and ability to engage the students in problem solving and critical thinking will most likely enhance effective implementation of Business Studies curriculum. This finding agrees with Mamman and Onyiloye (2021), that teachers in this 21st century are expected to move away from using teaching methods that promote rote or memory learning to interactive, task-based and learner-centered methods. Teachers are not expected to be givers of information but generators of information. They are not to use 19th century methods to teach 21st century students.

Conclusion

This study examined factors responsible for effective implementation of business studies curriculum in Junior Secondary Schools in Asaba. Based on the findings of the study, it could be concluded that the factors responsible for effective implementation of business studies curriculum in Junior Secondary Schools in Asaba include provision of adequate instructional resources (such as charts and diagrams, audio and visual materials, overhead projector, among others); teacher's qualification (NCE, B.Sc, M.Edetc) and teaching methodology (interactive, task based and learner centered methods).

Recommendations

From the findings of the study, the following recommendations were made;

- DeltaState government and Non-Governmental Organisations(NGO's) should as a matter of urgency assist in the provision of adequate modern instructional resources like computer, internet facilities, projectors, and up-to-date textbooks for effective implementation of business studies curriculum in junior secondary schools in the state.
- The state education commission should ensure that only qualified Business Studies graduates are employed to teach business studies in schools instead of employing just anybody that studied business courses.
- Business Studies teacher should come up with different teaching methods for evaluating the implementation of the curriculum such as the use of assignments, written tests and orals questions to test students understanding of the syllabus.

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